

B-C Grammar Number 1 Elementary

114 Hook Avenue
West Columbia, SC 29169

| | | |
|-----------------------|---------------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 303 Students | |
| Principal | Walter Clark | 803-739-4075 |
| Superintendent | Barry F. Bolen | 803-739-8399 |
| Board Chair | William H. "Bill" Bingham | 803-739-4708 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 20 | 72 | 12 | 0 |

IMPROVEMENT RATING

AVERAGE

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Good | Unsatisfactory | No |
| 2004 | Good | Unsatisfactory | Yes |
| 2005 | Good | Average | Yes |
| 2006 | Good | Average | Yes |

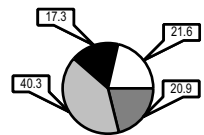
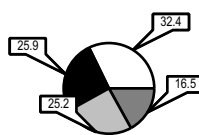
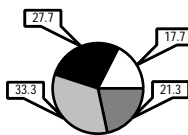
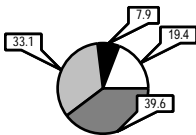
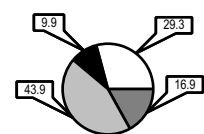
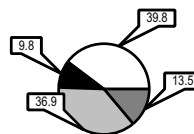
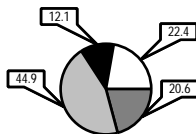
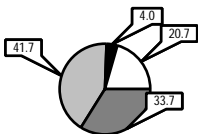
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 153 | 96.7 | 17.8 | 33.3 | 40.7 | 8.1 | 58.5 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 95.8 | 23.8 | 34.9 | 36.5 | 4.8 | 49.2 | N/A | N/A |
| Female | 81 | 97.5 | 12.5 | 31.9 | 44.4 | 11.1 | 66.7 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 77 | 97.4 | 8.1 | 25.7 | 52.7 | 13.5 | 74.3 | Yes | Yes |
| African American | 55 | 94.5 | 23.4 | 48.9 | 25.5 | 2.1 | 42.6 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 20 | 100.0 | 53.8 | 23.1 | 23.1 | 0.0 | 23.1 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 134 | 99.3 | 15.7 | 33.1 | 42.1 | 9.1 | 61.2 | N/A | N/A |
| Disabled | 19 | 78.9 | 35.7 | 35.7 | 28.6 | 0.0 | 35.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 151 | 96.7 | 16.5 | 33.8 | 41.4 | 8.3 | 59.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 16 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 137 | 96.4 | 14.3 | 34.1 | 42.9 | 8.7 | 61.9 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 81 | 95.1 | 29.0 | 37.7 | 27.5 | 5.8 | 44.9 | Yes | Yes |
| Full-pay meals | 71 | 98.6 | 6.1 | 28.8 | 54.5 | 10.6 | 72.7 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 153 | 97.4 | 15.4 | 33.8 | 22.1 | 28.7 | 60.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 72 | 95.8 | 12.7 | 34.9 | 22.2 | 30.2 | 63.5 | N/A | N/A |
| Female | 81 | 98.8 | 17.8 | 32.9 | 21.9 | 27.4 | 57.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 77 | 98.7 | 4.0 | 24.0 | 26.7 | 45.3 | 81.3 | Yes | Yes |
| African American | 55 | 94.5 | 23.4 | 48.9 | 19.1 | 8.5 | 38.3 | Yes | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 20 | 100.0 | 53.8 | 38.5 | 0.0 | 7.7 | 15.4 | I/S | I/S |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 134 | 100.0 | 12.3 | 35.2 | 23.0 | 29.5 | 63.1 | N/A | N/A |
| Disabled | 19 | 78.9 | 42.9 | 21.4 | 14.3 | 21.4 | 35.7 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Non-Migrant | 151 | 97.4 | 14.2 | 34.3 | 22.4 | 29.1 | 61.2 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 16 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 137 | 97.1 | 11.8 | 33.9 | 23.6 | 30.7 | 63.8 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 81 | 95.1 | 26.1 | 43.5 | 17.4 | 13.0 | 40.6 | Yes | Yes |
| Full-pay meals | 71 | 100.0 | 4.5 | 23.9 | 26.9 | 44.8 | 80.6 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 153 | 97.4 | 32.4 | 25.2 | 16.5 | 25.9 | 42.4 |
| Gender | | | | | | | |
| Male | 72 | 95.8 | 30.8 | 26.2 | 15.4 | 27.7 | 43.1 |
| Female | 81 | 98.8 | 33.8 | 24.3 | 17.6 | 24.3 | 41.9 |
| Racial/Ethnic Group | | | | | | | |
| White | 77 | 98.7 | 13.3 | 21.3 | 20.0 | 45.3 | 65.3 |
| African American | 55 | 94.5 | 52.0 | 32.0 | 12.0 | 4.0 | 16.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 20 | 100.0 | 69.2 | 23.1 | 7.7 | 0.0 | 7.7 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 134 | 100.0 | 27.9 | 27.9 | 17.2 | 27.0 | 44.3 |
| Disabled | 19 | 78.9 | 64.7 | 5.9 | 11.8 | 17.6 | 29.4 |
| Migrant Status | | | | | | | |
| Migrant | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 151 | 97.4 | 31.4 | 25.5 | 16.8 | 26.3 | 43.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 16 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 137 | 97.1 | 28.5 | 26.2 | 17.7 | 27.7 | 45.4 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 81 | 95.1 | 51.4 | 26.4 | 11.1 | 11.1 | 22.2 |
| Full-pay meals | 71 | 100.0 | 11.9 | 23.9 | 22.4 | 41.8 | 64.2 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 153 | 97.4 | 21.6 | 40.3 | 20.9 | 17.3 | 38.1 |
| Gender | | | | | | | |
| Male | 72 | 95.8 | 23.1 | 35.4 | 23.1 | 18.5 | 41.5 |
| Female | 81 | 98.8 | 20.3 | 44.6 | 18.9 | 16.2 | 35.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 77 | 98.7 | 10.7 | 32.0 | 29.3 | 28.0 | 57.3 |
| African American | 55 | 94.5 | 32.0 | 52.0 | 12.0 | 4.0 | 16.0 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 20 | 100.0 | 46.2 | 46.2 | 7.7 | 0.0 | 7.7 |
| American Indian/Alaskan | 1 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | |
| Not Disabled | 134 | 100.0 | 18.9 | 41.0 | 22.1 | 18.0 | 40.2 |
| Disabled | 19 | 78.9 | 41.2 | 35.3 | 11.8 | 11.8 | 23.5 |
| Migrant Status | | | | | | | |
| Migrant | 2 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Migrant | 151 | 97.4 | 20.4 | 40.9 | 21.2 | 17.5 | 38.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 16 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 137 | 97.1 | 19.2 | 40.0 | 22.3 | 18.5 | 40.8 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 81 | 95.1 | 36.1 | 44.4 | 11.1 | 8.3 | 19.4 |
| Full-pay meals | 71 | 100.0 | 6.0 | 35.8 | 31.3 | 26.9 | 58.2 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 42 | 97.6 | 5.0 | 17.5 | 60.0 | 17.5 | 77.5 |
| | 4 | 63 | 100.0 | 12.7 | 40.0 | 45.5 | 1.8 | 47.3 |
| | 5 | 32 | 100.0 | 16.1 | 38.7 | 41.9 | 3.2 | 45.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 41 | 97.6 | 16.2 | 21.6 | 54.1 | 8.1 | 62.2 |
| | 4 | 51 | 96.1 | 14.0 | 34.9 | 39.5 | 11.6 | 51.2 |
| | 5 | 61 | 96.7 | 21.8 | 40.0 | 32.7 | 5.5 | 38.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 42 | 100.0 | 10.0 | 40.0 | 25.0 | 25.0 | 50.0 |
| | 4 | 63 | 100.0 | 16.4 | 27.3 | 36.4 | 20.0 | 56.4 |
| | 5 | 32 | 100.0 | 22.6 | 22.6 | 35.5 | 19.4 | 54.8 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 41 | 100.0 | 10.5 | 31.6 | 34.2 | 23.7 | 57.9 |
| | 4 | 51 | 96.1 | 11.6 | 37.2 | 14.0 | 37.2 | 51.2 |
| | 5 | 61 | 96.7 | 21.8 | 32.7 | 20.0 | 25.5 | 45.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 42 | 100.0 | 20.0 | 40.0 | 27.5 | 12.5 | 40.0 |
| | 4 | 63 | 100.0 | 27.3 | 25.5 | 21.8 | 25.5 | 47.3 |
| | 5 | 32 | 100.0 | 22.6 | 32.3 | 9.7 | 35.5 | 45.2 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 41 | 100.0 | 28.9 | 21.1 | 23.7 | 26.3 | 50.0 |
| | 4 | 51 | 96.1 | 33.3 | 24.4 | 15.6 | 26.7 | 42.2 |
| | 5 | 61 | 96.7 | 33.9 | 28.6 | 12.5 | 25.0 | 37.5 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 42 | 100.0 | 10.0 | 42.5 | 40.0 | 7.5 | 47.5 |
| | 4 | 63 | 100.0 | 14.5 | 58.2 | 16.4 | 10.9 | 27.3 |
| | 5 | 32 | 100.0 | 19.4 | 51.6 | 9.7 | 19.4 | 29.0 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 41 | 100.0 | 15.8 | 39.5 | 34.2 | 10.5 | 44.7 |
| | 4 | 51 | 96.1 | 17.8 | 40.0 | 17.8 | 24.4 | 42.2 |
| | 5 | 61 | 96.7 | 28.6 | 41.1 | 14.3 | 16.1 | 30.4 |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 303) | | | | |
| First graders who attended full-day kindergarten | 94.4% | Down from 97.4% | 100.0% | 100.0% |
| Retention rate | 0.0% | Down from 1.1% | 3.2% | 2.8% |
| Attendance rate | 96.6% | Down from 96.9% | 96.2% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 2.7% | Down from 3.7% | 0.0% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.6% | Down from 3.7% | 0.0% | 0.0% |
| Eligible for gifted and talented | 36.0% | Down from 41.4% | 10.0% | 10.4% |
| On academic plans | 27.7% | N/AV | 39.2% | 33.6% |
| On academic probation | 17.5% | N/AV | 1.3% | 1.0% |
| With disabilities other than speech | 6.6% | Down from 8.5% | 8.1% | 7.5% |
| Older than usual for grade | 0.7% | Up from 0.0% | 1.0% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 28) | | | | |
| Teachers with advanced degrees | 57.1% | Up from 53.8% | 53.3% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 7.8% | N/A | 0.0% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 90.3% | Up from 89.2% | 87.5% | 87.3% |
| Teacher attendance rate | 94.7% | Down from 96.3% | 94.8% | 94.9% |
| Average teacher salary | \$45,399 | Down 1.3% | \$42,390 | \$42,485 |
| Prof. development days/teacher | 14.2 days | Up from 12.2 days | 14.0 days | 13.3 days |
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 17.7 to 1 | Up from 16.3 to 1 | 18.3 to 1 | 18.6 to 1 |
| Prime instructional time | 89.7% | Down from 92.5% | 89.4% | 89.7% |
| Dollars spent per pupil* | \$9,621 | Up 15.1% | \$6,344 | \$6,557 |
| Percent of expenditures for teacher salaries* | 66.0% | Down from 68.2% | 64.2% | 64.0% |
| Percent of expenditures for instruction* | 67.7% | | 69.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Excellent | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.1% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.8% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

B-C Grammar School No. 1 first opened its doors in September 1952. Jerry Hicks, an educator with 33 years administrative experience, began as principal in 2001.

B-C Grammar School No. 1 has maintained an All Clear rating from the State Department of Education. Our school achieved full accreditation from the Southern Association of Colleges and Schools, which it has done since 1972. Our school community completed a self-study in 2001, which can be viewed on our website. Language arts has been the main direction for in-service since our self-study. Our faculty studied the book, ESOL Strategies for Teaching Content: Facilitating Instruction for English Language Learners this year. We have supplemented the reading program of our regular teachers with help from reading specialists who use the Reading Recovery Program, literacy groups, and the SOAR Program. We have a curriculum coach, Beth White, who shares and demonstrates the latest methods from the state's reading initiative. Our orientation has become results based and we have emphasized improving instruction through collaborative efforts during common grade level planning time. Students are assessed periodically throughout the year with the MAP program of Northwest Evaluation Association. We realize that it is extremely important that parents understand our curriculum and have emphasized this by having Family Curriculum Nights. Additional academic help is available to our students through an after-school tutorial program for grades 3, 4 and 5 and Orchard math and language software in our computer lab.

B-C No. 1 is a magnet school for the OASIS Academy, a full-day academically accelerated program for selected students who qualify for state gifted and talented services. We offer one class in each grade, 3 - 5. We have a full-time guidance counselor, a full-time nurse, a school-based mental health counselor, and a First Steps worker. We have five teachers who are National Board certified. Our Teacher of the Year is Lisa Ragsdale, a first grade teacher. Our Staff Person of the Year is Paulette Keaton, our attendance officer. We had twenty-four students who received the President's Academic Fitness Award.

Jerry Hicks, Principal

Mrs. Melinda Williams, Chairman, SIC-Title I Committee

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 54 | 26 |
| Percent satisfied with learning environment | 96.2% | 86.3% | 96.2% |
| Percent satisfied with social and physical environment | 96.3% | 90.6% | 88.5% |
| Percent satisfied with school-home relations | 85.2% | 92.6% | 92.3% |

*Only students at the highest elementary school grade level at this school and their parents were included.